

5-1961

## Regis Round-Up Magazine, Vol 10 No 5 May, 1961

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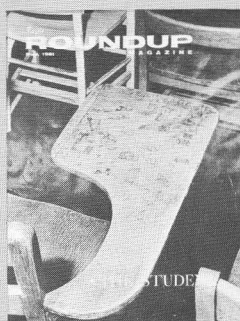
# ROUNDUP

MAGAZINE

## • THE STUDENT



- The surge of the senior spring is tempered annually by that traditional academic exercise, *Comprehensives* ..... Page 2
- What do college students think of themselves? For an elaborate 16-page summary, see *The College Student*.
- From job to classroom, they leave themselves little free time as they seek their degrees through study at night. *The Non-Leisure Class* ..... Page 21

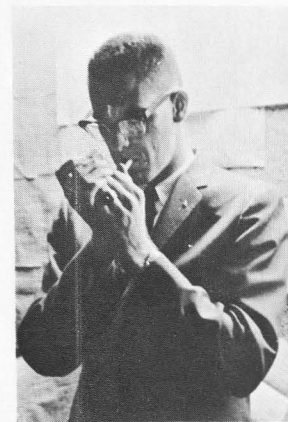


#### THE COVER

Scarred veteran of innumerable academic battles, the classroom desk stands as a memorial to generations of transient occupants.

Richard Connor, *Editor*

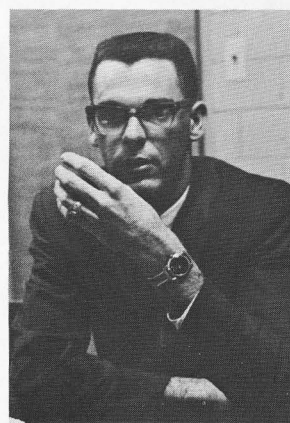
*Regis Roundup Magazine is published five times a year in August, October, December, February, and May, by the Public Information Office, to interpret the college, its programs, and its plans to alumni and friends. All letters, inquiries and manuscripts should be addressed to this office.*



## *The last--and perhaps*



Accounting student Mike Wells showed less strain than most seniors while waiting for his oral examinations to begin. Frequent cigarettes and an occasional adjustment of his tie were about the only visible signs of tension. Once inside, he relaxed, listened attentively, used his hands to emphasize answers.



## highest--academic hurdle faces seniors each spring ... COMPREHENSIVES

CALL IT THE SPRING INQUISITION or the mental meatgrinder. It has other names. Some of the most colorful have been applied by the students who must prepare for and submit to this annual review in late April or early May.

The formal, academic title is Comprehensive Examinations, a set of both written and oral tests required of each Regis senior before he graduates. They are based on all subject matter he has studied in his major field during his undergraduate career.

The written portions of the exams may vary from two to three hours, while the orals, with the student facing a battery of professors charged with grilling him on his mastery of his major subject, can run anywhere from thirty minutes to an hour.

"Comps" are still common at the graduate level across the nation, but have faded from the undergraduate scene at most institutions. Historically, they can be traced to the medieval universities, and resemble the systems still in use at many European institutions, with the student publicly defending a thesis, or submitting himself for an oral examination by the faculty to signal completion of a course of study.

Regis faculty members agreed on at least two important benefits — the comprehensives serve a valuable purpose in providing a review of all matter covered, and, because of this, they assist the student in integrating the various elements of his studies. Another faculty member felt they also provide an opportunity for the senior to put his knowledge to use under the

conditions of pressure which the comprehensives create. "The student has to think on his feet under fire," he contends. "It's a good test of what he has learned and retained, and his ability to use it."

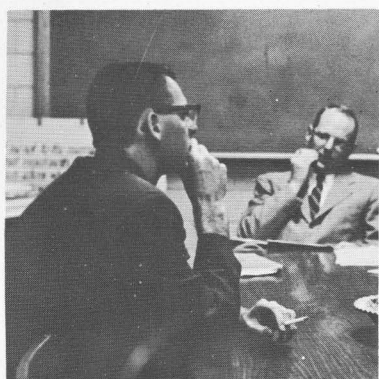
The senior must wedge his review for "comps" into the final year's schedule of examinations, term papers, and normal academic routine. ("Comprehensivitis" often doesn't strike the degree candidate until midway through this final year, when the turn into the academic homestretch suddenly confronts him on the calendar. Symptoms are reflected in frantic searches for old class notebooks, rereading of texts from previous semesters, lights burning later than usual in residence hall rooms, and harassment of faculty members for hints to use in narrowing the field to be reviewed. By late March, the symptoms have ordinarily progressed to the point they are often visible in the looks of pre-occupation — sometimes desperation — on the faces of seniors.)

Although the final objectives are the same, the manner of administering the exams may vary from department to department. Some use the Graduate Record Examination, others draw up their own tests. The examinations in Accounting are a good example, since the orals are given by non-faculty members recruited from the ranks of certified public accountants in Denver, and the written test is a standard national examination taken by thousands of seniors across the nation. Thus, the faculty as well as the students are tested, since the students' performances reflect on the teaching ability and effectiveness of the faculty. (Three-fourths of Regis' accounting seniors taking the 1961 test finished above the national average, with several ranking up in the ninetieth and eightieth percentiles.)





*Unassisted by notes, Wells had to rely on the facts, theories and thought processes acquired over the past four years as he faced his unsmiling questioners.*



*Wells' prompt answers, cool assurance during the thirty-five minute interview impressed the reviewers so much they contacted personnel director of the national accounting firm they represent, later offered him a place in their training program.*



The next sixteen pages of this issue are a special supplement being used in more than 200 college and university magazines this spring. They are devoted to a national report of impressions of students, recorded as they discussed themselves, their problems, and their future. Compiled by a board of editors drawn from the nation's leading alumni publications, it offers not one but many self-evaluations of the contemporary college student. Rather than duplicate material already covered by this special section, Roundup focuses on another group, the ones who don't fit the normal age pattern, who for reasons of economics, service, marriage, or other factors are moving toward a college degree through the time-honored process of attending night school. For a sketch of Regis' evening program, and for evaluations by professors who teach both day and evening classes, see The Non-Leisure Class.



SUSAN GREENBURG

*Times have changed.  
Have America's college students?*

# THE COLLEGE STUDENT,

*they say, is a young person who will . . .*



... use a car to get to a library two blocks away, knowing full well that the parking lot is three blocks on the other side.

... move heaven, earth, and the dean's office to enroll in a class already filled; then drop the course.

... complain bitterly about the quality of food served in the college dining halls—while putting down a third portion.

... declaim for four solid years that the girls at his institution or at the nearby college for women are unquestionably the least attractive females on the face of the earth; then marry one of them.

**B**UT there is a serious side. Today's students, many professors say, are more accomplished than the average of their predecessors. Perhaps this is because there is greater competition for college entrance, nowadays, and fewer doubtful candidates get in. Whatever the reason, the trend is important.

For civilization depends upon the transmission of knowledge to wave upon wave of young people—and on the way in which they receive it, master it, employ it, add to it. If the transmission process fails, we go back to the beginning and start over again. We are never more than a generation away from total ignorance.

Because for a time it provides the world's leaders, each generation has the power to change the course of history. The current wave is thus exactly as important as the one before it and the one that will come after it. Each is crucial in its own time.

**W**HAT will the present student generation do? What are its hopes, its dreams, its principles? Will it build on our past, or reject it? Is it, as is so often claimed, a generation of timid organization people, born to be commanded? A patient band of revolutionaries, waiting for a breach? Or something in between?

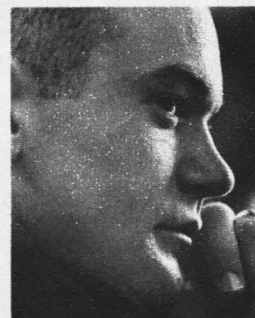
No one—not even the students themselves—can be sure, of course. One can only search for clues, as we do in the fourteen pages that follow. Here we look at, and listen to, college students of 1961—the people whom higher education is all about.



*Scott Thompson*



*Barbara Nolan*



*Robert Schloredt*



*Arthur Wortman*

*What are  
today's students  
like?*

*To help  
find out, we  
invite you to join*

*A seminar*

PHOTOS: HERB WEITMAN



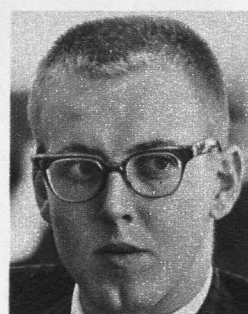
*Robert Thompson*



*Roy Muir*



*Ruth Vars*



*Galen Unger*



*Parker Palmer*



*Patricia Burgamy*



*Kenneth Weaver*



*David Gilmour*



*Martha Freeman*



*Dean Windgassen*

THE fourteen young men and women pictured above come from fourteen colleges and universities, big and little, located in all parts of the United States. Some of their alma maters are private, some are state or city-supported, some are related to a church. The students' studies range widely—from science and social studies to agriculture and engineering. Outside the classroom, their interests are similarly varied. Some are athletes (one is All-American quarterback), some are active in student government, others stick to their books.

To help prepare this report, we invited all fourteen, as articulate representatives of virtually every type of campus in America, to meet for a weekend of searching discussion. The topic: themselves. The objective: to ob-

tain some clues as to how the college student of the Sixties ticks.

The resulting talk—recorded by a stenographer and presented in essence on the following pages—is a revealing portrait of young people. Most revealing—and in a way most heartening—is the lack of unanimity which the students displayed on virtually every topic they discussed.

As the seminar neared its close, someone asked the group what conclusions they would reach about themselves. There was silence. Then one student spoke:

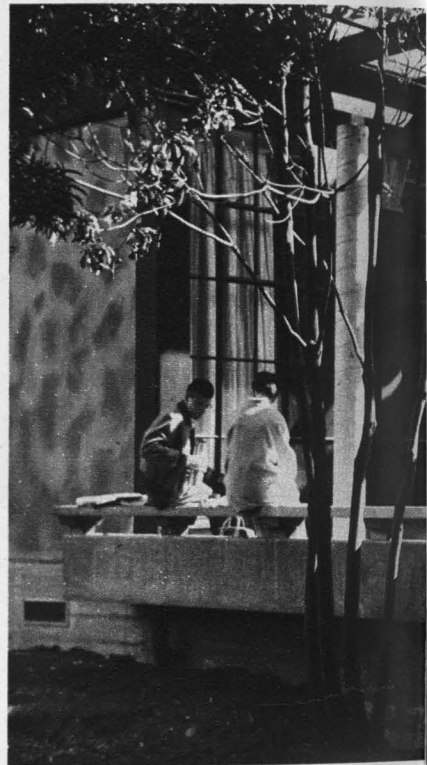
"We're all different," he said.

He was right. That was the only proper conclusion. Labelers, and perhaps libelers, of this generation might take note.

*of students from coast to coast*



*“Being a*



ERICH HARTMANN, MAGNUM



SUSAN GREENBURG

# *student is a wonderful thing."*



**S**TUDENT YEARS are exciting years. They are exciting for the participants, many of whom are on their own for the first time in their lives—and exciting for the onlooking adult.

But for both generations, these are frequently painful years, as well. The students' competence, which is considerable, gets them in dutch with their elders as often as do their youthful blunders. That young people ignore the adults' soundest, most heartfelt warnings is bad enough; that they so often get away with it sometimes seems unforgivable.

Being both intelligent and well schooled, as well as unfettered by the inhibitions instilled by experience, they readily identify the errors of their elders—and they are not inclined to be lenient, of course. (The one unforgivable sin is the one you yourself have never committed.) But, lacking experience, they are apt to commit many of the same mistakes. The wise adult understands this: that only in this way will they gain experience and learn tolerance—neither of which can be conferred.

*"They say the student is an animal in transition. You have to wait until you get your degree, they say; then you turn the big corner and there you are. But being a student is a vocation, just like being a lawyer or an editor or a business man. This is what we are and where we are."*

*"The college campus is an open market of ideas. I can walk around the campus, say what I please, and be a truly free person. This is our world for now. Let's face it—we'll never live in a more stimulating environment. Being a student is a wonderful and magnificent and free thing."*



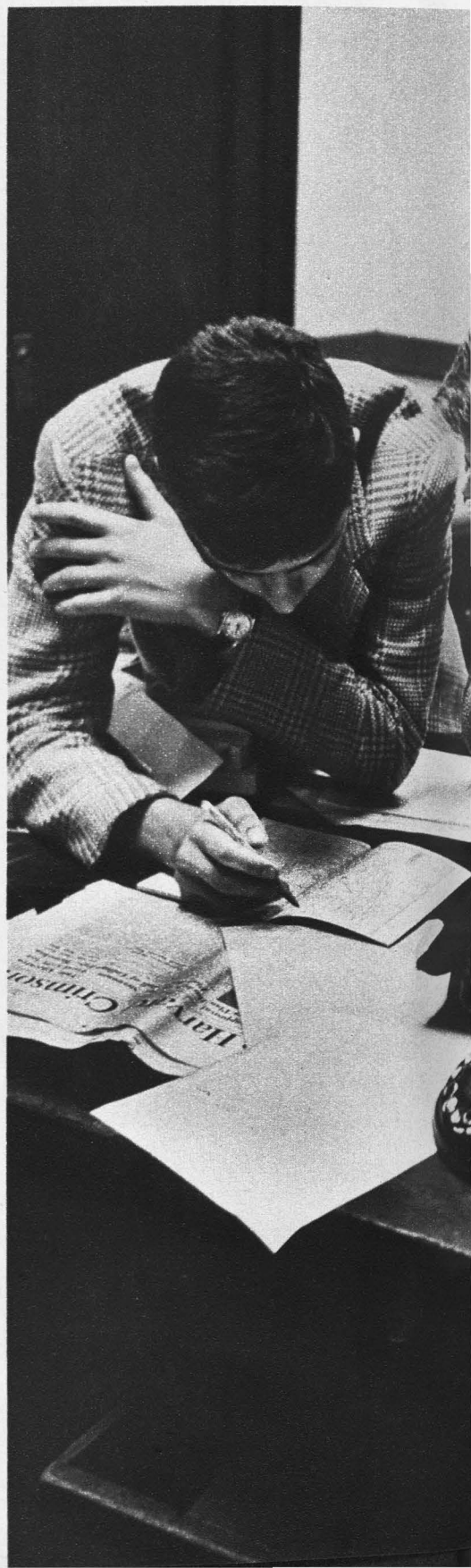
*“You go to college to learn, of course.”*



SUSAN GREENBURG

A STUDENT'S LIFE, contrary to the memories that alumni and alumnae may have of "carefree" days, is often described by its partakers as "the mill." "You just get in the old mill," said one student panelist, "and your head spins, and you're trying to get ready for this test and that test, and you are going along so fast that you don't have time to find yourself."

The mill, for the student, grinds night and day—in classrooms, in libraries, in dining halls, in dormitories, and in scores of enterprises, organized and unorganized, classed vaguely as "extracurricular activities." Which of the activities—or what combination of activities—contributes most to a student's education? Each student must concoct the recipe for himself. "You have to get used to living in the mill and finding yourself," said another panelist. "You'll *always* be in the mill—all through your life."







# *"It's important to know you can do a good job at something."*

**I**T'S HARD to conceive of this unless you've been through it . . . but the one thing that's done the most for me in college is baseball. I'd always been the guy with potential who never came through. The coach worked on me; I got my control and really started going places. The confidence I gained carried over into my studies. I say extracurricular activities are worthwhile. It's important to know you can do a good job at something, *whatever* it is."

► "No! Maybe I'm too idealistic. But I think college is a place for the pursuit of knowledge. If we're here for knowledge, that's what we should concentrate on."

► "In your studies you can goof off for a while and still catch up. But in athletics, the results come right on the spot. There's no catching up, after the play is over. This carries over into your school work. I think almost everyone on our football team improved his grades last fall."

► "This is true for girls, too. The more you have to do, the more you seem to get done. You organize your time better."

► "I can't see learning for any other purpose than to better yourself and the world. Learning for itself is of no value, except as a hobby—and I don't think we're in school to join book clubs."

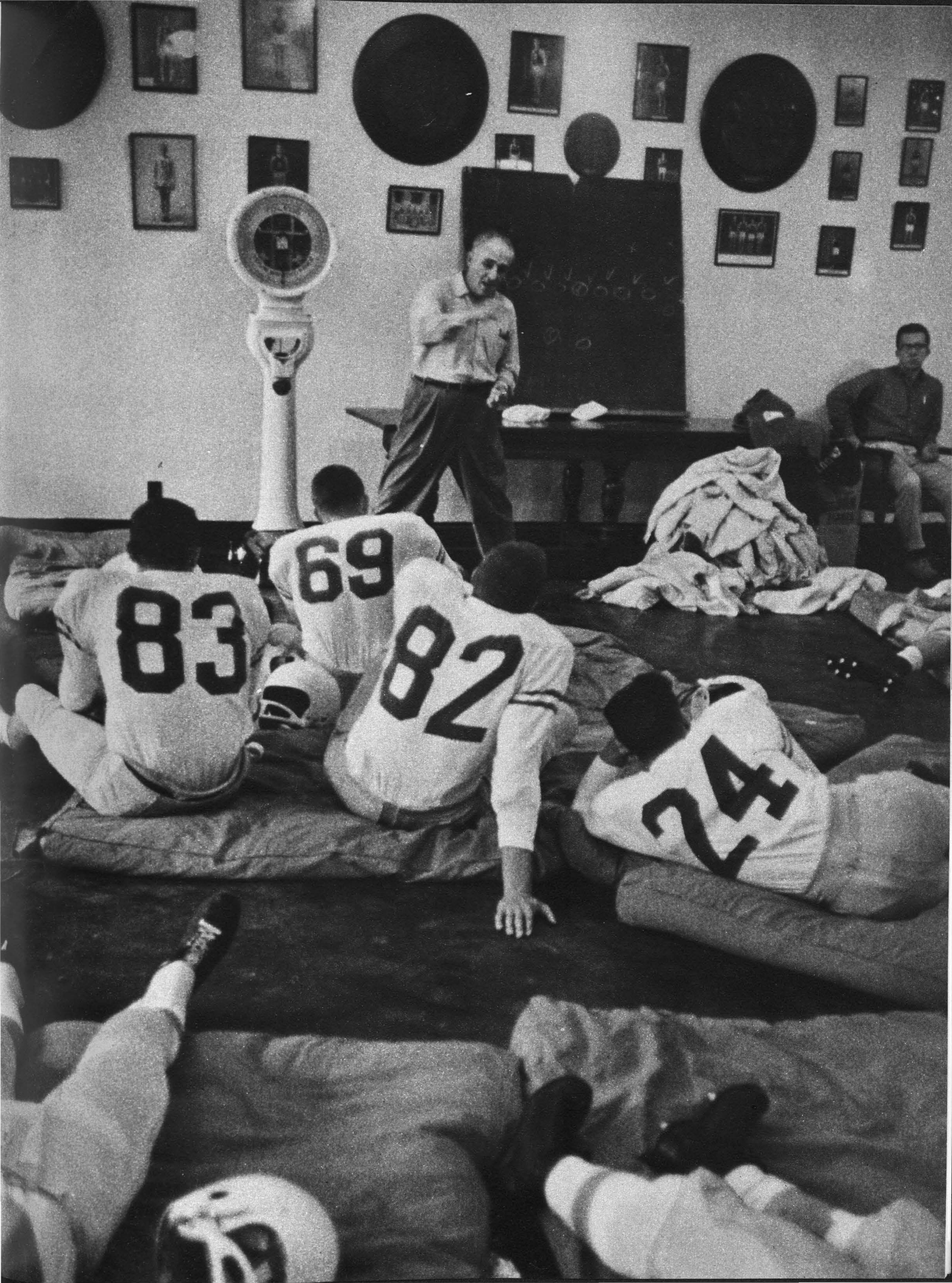
► "For some people, learning *is* an end in itself. It *can* be more than a hobby. I don't think we can afford to be too snobbish about what should and what shouldn't be an end in itself, and what can or what can't be a creative channel for different people."

*"The more you do, the more you seem to get done. You organize your time better."*



SUSAN GREENBURG

*"In athletics, the results come right on the spot. There's no catching up, after the play."*



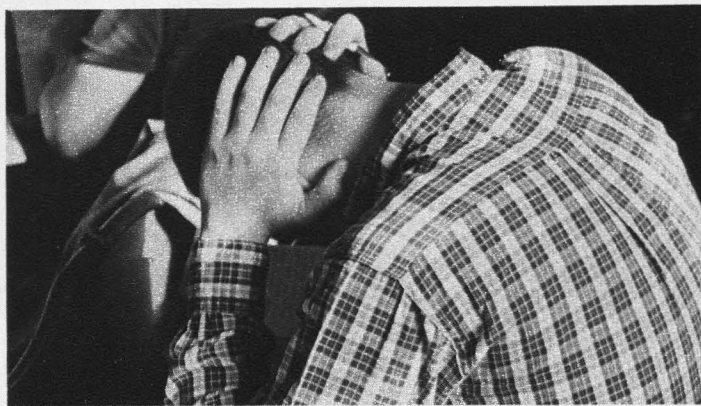


*“It seems to me you’re saying that*

COLLEGE is where many students meet the first great test of their personal integrity. There, where one’s progress is measured at least partly by examinations and grades, the stress put upon one’s sense of honor is heavy. For some, honor gains strength in the process. For others, the temptation to cheat is irresistible, and honor breaks under the strain.

Some institutions proctor all tests and examinations. An instructor, eagle-eyed, sits in the room. Others have honor systems, placing upon the students themselves the responsibility to maintain integrity in the student community and to report all violators.

How well either system works varies greatly. “When you come right down to it,” said one member of our student panel, “honor must be inculcated in the years before college—in the home.”



ST. LOUIS POST-DISPATCH

*“Maybe you need a B in a test,  
or you don’t get into  
medical school. And the guy ahead  
of you raises the average by  
cheating. That makes a real problem.”*



# *honor works only when it's easy."*



ERICH HARTMANN, MAGNUM

*"I'm from a school with an honor system that works. But is the reason it works maybe because of the tremendous penalty that's connected with cheating, stealing, or lying? It's expulsion—and what goes along with that is that you can't get into another good school or even get a good job. It's about as bad a punishment as this country can give out, in my opinion. Does the honor system instill honor—or just fear?"*

*"At our school the honor system works even though the penalties aren't that stiff. It's part of the tradition. Most of the girls feel they're given the responsibility to be honorable, and they accept it."*

*"On our campus you can leave your books anywhere and they'll be there when you come back. You can even leave a tall, cold milkshake—I've done it—and when you come back two hours later, it will still be there. It won't be cold, but it will be there. You learn a respect for honor, a respect that will carry over into other fields for the rest of your life."*

*"I'd say the minority who are top students don't cheat, because they're after knowledge. And the great majority in the middle don't cheat, because they're afraid to. But the poor students, who cheat to get by . . . The funny thing is, they're not afraid at all. I guess they figure they've nothing to lose."*

*"Nobody is just honest or dishonest. I'm sure everyone here has been guilty of some sort of dishonest act in his lifetime. But everyone here would also say he's primarily honest. I know if I were really in the clutch I'd cheat. I admit it—and I don't necessarily consider myself dishonest because I would."*

*"It seems to me you're saying that honor works only when it's easy."*

*"Absolute honor is 150,000 miles out, at least. And we're down here, walking this earth with all our faults. You can look up at those clouds of honor up there and say, 'They're pretty, but I can't reach them.' Or you can shoot for the clouds. I think that's the approach I want to take. I don't think I can attain absolute honor, but I can try—and I'd like to leave this world with that on my batting record."*



# *“It’s not how we feel about issues—*

“**W**E ARE being criticized by other people all the time, and they’re stamping down on us. ‘You’re not doing anything,’ they say. I’ve noticed an attitude among students: Okay, just keep criticizing. But we’re going to come back and react. In some ways we’re going to be a little rebellious. We’re going to *show* you what we can really do.”

Today’s college students are perhaps the most thoroughly analyzed generation in our history. And they are acutely aware of what is being written about them. The word that rasps their nerves most sorely is “apathy.” This is a generation, say many critics, that plays it cool. It may be casually interested in many things, but it is excited by none.

Is the criticism deserved? Some college students and their professors think it is. Others blame the times—times without deprivation, times whose burning issues are too colossal, too impersonal, too remote—and say that the apparent student lassitude is simply society’s lassitude in microcosm.

The quotation that heads this column is from one of the members of our student panel. At the right is what some of the others think.

*“Our student legislature fought most of the year about taking stands. The majority rationalized, saying it wasn’t our place; what good would it do? They were afraid people would check the college in future years and if they took an unpopular stand they wouldn’t get security clearance or wouldn’t get a job. I thought this was awful. But I see indications of an awakening of interest. It isn’t how we feel about issues, but whether we feel at all.”*

*“I’m sure it’s practically the same everywhere. We have 5,500 full-time students, but only fifteen or twenty of us went on the sit-downs.”*

*“I think there is a great deal of student opinion about public issues. It isn’t always rational, and maybe we don’t talk about it, but I think most of us have definite feelings about most things.”*

*“I’ve felt the apathy at my school. The university is a sort of isolated little world. Students don’t feel the big issues really concern them. The civil rights issue is close to home, but you’d have to chase a student down to get him to give his honest opinion.”*

*“We’re quick to criticize, slow to act.”*

*“Do you think that just because students in America don’t cause revolutions and riots and take active stands, this means . . .?”*

*“I’m not calling for revolution. I’m calling for interest, and I don’t care what side the student takes, as long as he takes a side.”*

*“But even when we went down to Woolworth’s carrying a picket sign, what were some of the motives behind it? Was it just to get a day away from classes?”*

*but whether we feel at all."*



SUSAN GREENBURG

*"I attended a discussion where Negro students presented their views. I have never seen a group of more dynamic or dedicated or informed students."*

*"But they had a personal reason."*

*"That's just it. The only thing I can think of, where students took a stand on our campus, was when it was decided that it wasn't proper to have a brewery sponsor the basketball team on television. This caused a lot of student discussion, but it's the only instance I can remember."*

*"Why is there this unwillingness to take stands?"*

*"I think one big reason is that it's easier not to. It's much easier for a person just to go along."*

*"I've sensed the feeling that unless it really burns within you, unless there is something where you can see just what you have done, you might as well just let the world roll on as it is rolling along. After all, people are going to act in the same old way, no matter what we try to do. Society is going to eventually come out in the same way, no matter what I, as an individual, try to do."*

*"A lot of us hang back, saying, 'Well, why have an idea now? It'll probably be different when I'm 45.'"*

*"And you ask yourself, Can I take time away from my studies? You ask yourself, Which is more important? Which is more urgent to me?"*

*"Another reason is fear of repercussions—fear of offending people. I went on some sit-downs and I didn't sit uneasy just because the manager of the store gave me a dirty scowl—but because my friends, my grandparents, were looking at me with an uneasy scowl."*





*“We need a purpose other than  
security and an \$18,000 job.”*



HERB WEITMAN

*"Perhaps 'waiting' is the attitude of our age—in every generation."*

*"Then there comes the obvious question, With all this waiting, what are we waiting for? Are we waiting for some disaster that will make us do something? Or are we waiting for some 'national purpose' to come along, so we can jump on its bandwagon? So we are at a train station; what's coming?"*

"I GUESS one of the things that bother us is that there is no great issue we feel we can personally come to grips with."

The panel was discussing student purposes. "We need a purpose," one member said. "I mean a purpose other than a search for security, or getting that \$18,000-a-year job and being content for the rest of your life."

"Isn't that the typical college student's idea of his purpose?"

"Yes, but that's not a purpose. The generation of

the Thirties—let's say they had a purpose. Perhaps we'll get one, someday."

"They had to have a purpose. They were starving, almost."

"They were dying of starvation and we are dying of overweight. And yet we still should have a purpose—a real purpose, with some point to it other than selfish mediocrity. We do have a burning issue—just plain survival. You'd think that would be enough to make us react. We're not helpless. Let's *do* something."



# Have students changed?

## —Some professors' opinions

"OH, YES, indeed," a professor said recently, "I'd say students have changed greatly in the last ten years and—academically, at least—for the better. In fact, there's been such a change lately that we may have to revise our sophomore language course. What was new to students at that level three years ago is now old hat to most of them."

"But I have to say something negative, too," the professor went on. "I find students more neurotic, more insecure, than ever before. Most of them seem to have no goal. They're intellectually stimulated, but they don't know where they're going. I blame the world situation—the insecurity of everything today."

"I can't agree with people who see big changes in students," said another professor, at another school. "It seems to me they run about the same, year after year. We have the bright, hard-working ones, as we have always had, and we have the ones who are just coasting along, who don't know why they're in school—just as we've always had."

"They're certainly an odd mixture at that age—a combination of conservative and romantic," a third professor said. "They want the world to run in their way, without having any idea how the world actually

runs. They don't understand the complexity of things; everything looks black or white to them. They say, 'This is what *ought* to be done. Let's *do* it!'"

"If their parents could listen in on their children's bull sessions, I think they'd make an interesting discovery," said another faculty member. "The kids are talking and worrying about the same things their fathers and mothers used to talk and worry about when *they* were in college. The times have certainly changed, but the basic agony—the bittersweet agony of discovering its own truths, which every generation has to go through—is the same as it's always been."

"Don't worry about it. Don't try to spare the kids these pains, or tell them they'll see things differently when they're older. Let them work it out. This is the way we become educated—and maybe even civilized."

"I'd add only one thing," said a professor emeritus who estimates he has known 12,000 students over the years. "It never occurred to me to worry about students as a group or a class or a generation. I *have* worried about them as individuals. They're all different. By the way: when you learn that, you've made a pretty profound discovery."

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### "The College Student"

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A black and white photograph of a modern building at night. The building has large windows that are illuminated from within, creating a bright glow against the dark exterior. Several trees are in the foreground, their silhouettes dark against the building and the sky. A sign is visible on the left side of the image, listing various departments of the building.

LOYOLA HALL  
OFFICE OF DEAN  
OFFICE OF REGISTRAR  
LIBRARY  
CLASSROOMS

# THE NON-LEISURE CLASS



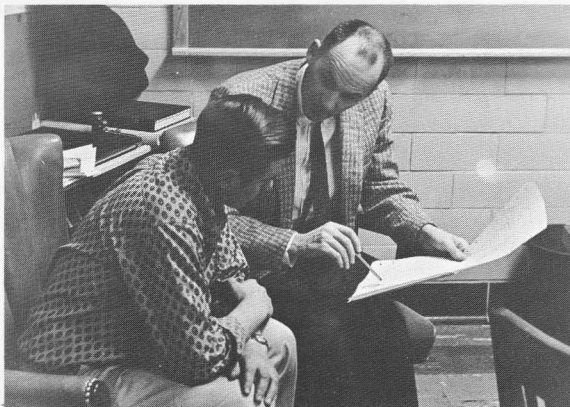


WE ARE PRONE TO EQUATE THE WORD "student" with a period in our lives. But being a student is a state of mind and not necessarily a condition of age. The desire for knowledge, and the more mundane sociological and technological requirements of American life contribute to the growing numbers of men and women taking courses at night.

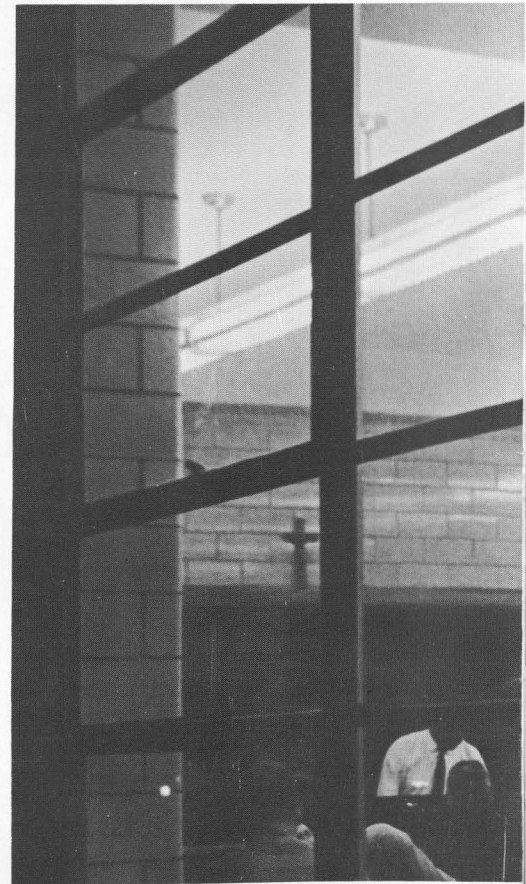
As a group, such students are slightly older than their daytime counterparts; the majority are married, have families, and hold down full time jobs during the day. Maturity is the common denominator mentioned most often by faculty members when discussing the evening division student.

Myles Dolan, acting head of the accounting department, maintains that the night student compares favorably in ability with any of the full time students.

"The difference would be in the extremes," Dolan says. "You normally won't have the very high grade average at night. The student capable of making a straight A, or close to it, usually goes on to college immediately following graduation from high school.



The campus beats to a different pulse at night as students, many coming from a hurried dinner, begin to filter to the campus shortly before dusk, renewing the pace which slowed with the end of most day classes at three o'clock. By night, lights pinpoint the activity, dramatizing in incandescent patterns the work of education.



But there will be fewer 'D' students and failures after the freshman year in night school as well.

"I think part of the reason for the few really outstanding students at night is the time factor. They just don't have as much of it for academic work, and this interferes with adequate preparation. But their seriousness, maturity, and high motivation balance this time factor and they make better use of the limited time they have available. They have to. There is no 'watering down' in the evening division. We make the same demands there as during the day."

Night classes are more than a cultural avocation for these men and women. The average class load this year, according to a report issued recently by Evening Division Director Edward D. Stokes, was 5.82 hours, indicating most are working toward a degree.

"We have many who are taking the full 12 hours permitted at night," Stokes says, "but we don't encourage that. It is largely up to the individual. We try to get the student to sit down and think realistically about the time he has available and the family and job commitments which he must meet, and then

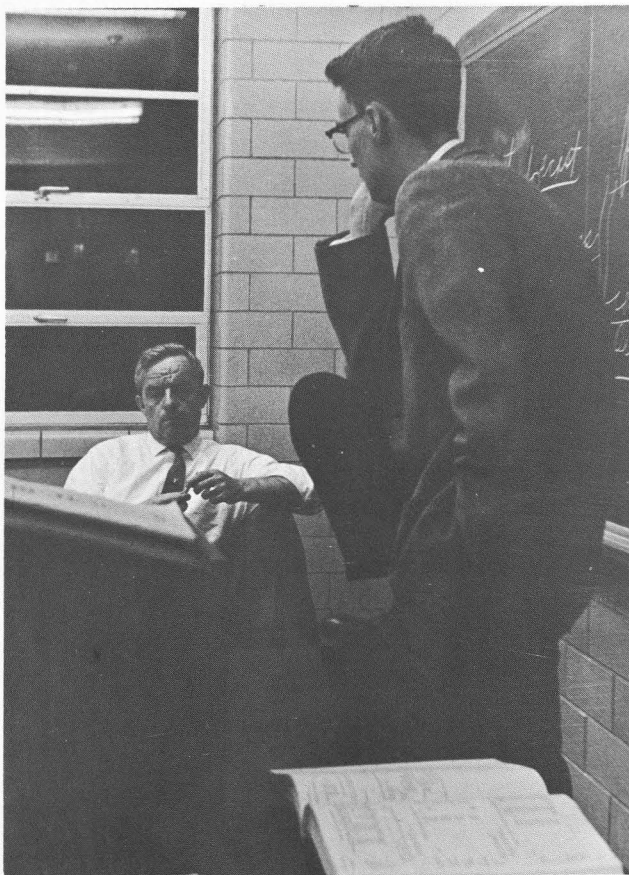
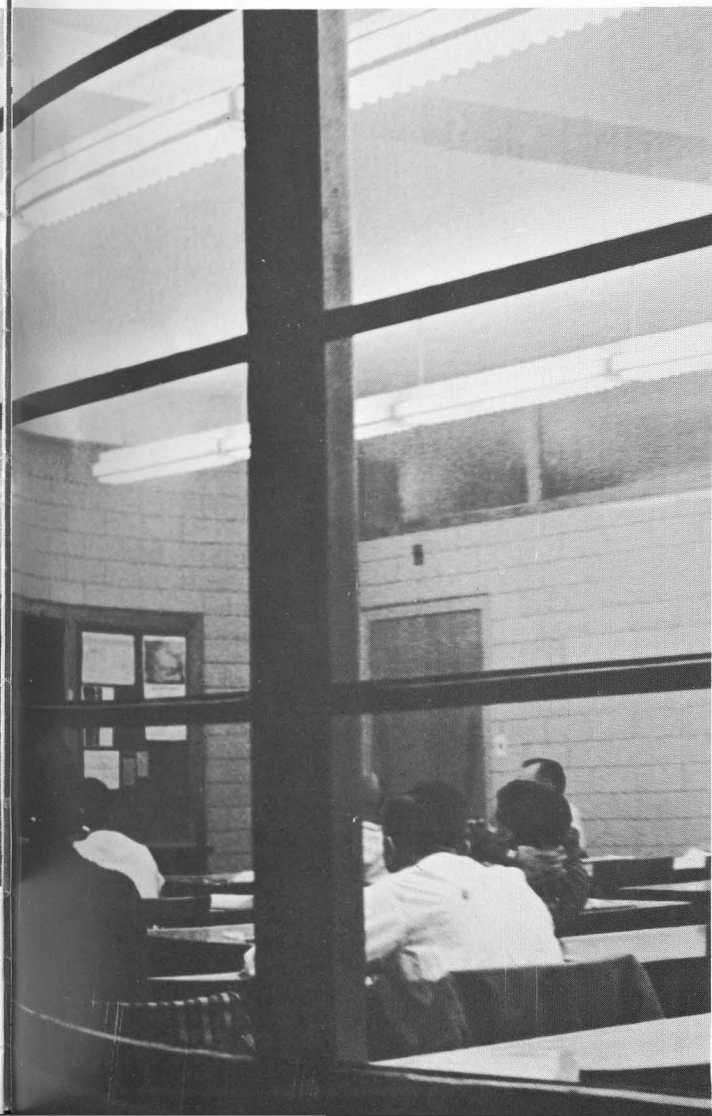
determine the number of hours he can safely carry for a semester."

What are these students like? A survey conducted during the first semester of the current academic year revealed that, of 176 men included in the survey, 130 were Catholic, 112 were married. The majority (104) were in the 20 to 30 year age bracket, while 94 had graduated from public high schools.

Of 55 women included in the survey, 49 were Catholic, 18 married, 25 graduated from public high schools. Twenty-nine were between 20 and 30 years old, ten between 30 and 40, and eight between 40 and 50, with the remainder either under 20 or over 50.

Regis' evening division began in 1930 with 37 students enrolled in one or more of the 20 courses offered at \$5 a semester hour. Discontinued during World War II, the evening division resumed in September 1945 in rented quarters downtown, and was transferred back to the campus in 1950.

Course offerings today range from accounting to theology, and all courses are part of the regular degree program. A total of 118 students have received their degrees through the evening division since 1950.





# SUMMER PROGRAM

## Two Summer Sessions

Four special workshops in Education (High School Administration, Audio-Visual Aids, Guidance, and Teaching Aesthetic Values) are included among the more than 50 courses being offered during the double summer sessions. The first of these fully accredited coeducational sessions opens Monday, June 12. For details, GEnesee 3-6565, ext. 74.

## Summer Guidance Academy

For the fourth consecutive year, the college will conduct a Summer Guidance Academy for above-average children. Youngsters entering fourth through ninth grades next fall are eligible. Courses run five weeks, 1 to 3 p.m., Monday through Friday, with special conferences for parents on Wednesday evenings. The academy is designed to provide family guidance for the benefit of the child. For details, GEnesee 3-6565, ext. 76.

## Summer Swimming Program

A family membership costs \$35 — just about 50 cents per day — for the summer season June 1 through August 17. The fieldhouse pool will be open daily except Mondays, with other exercise facilities and the steam room also included for male members under either the family or individual membership plans. Single admissions are 50 cents for adults, 25 cents for children under six. For details, GEnesee 3-6565, ext. 61 or 62.

### *The Regis Roundup*

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